

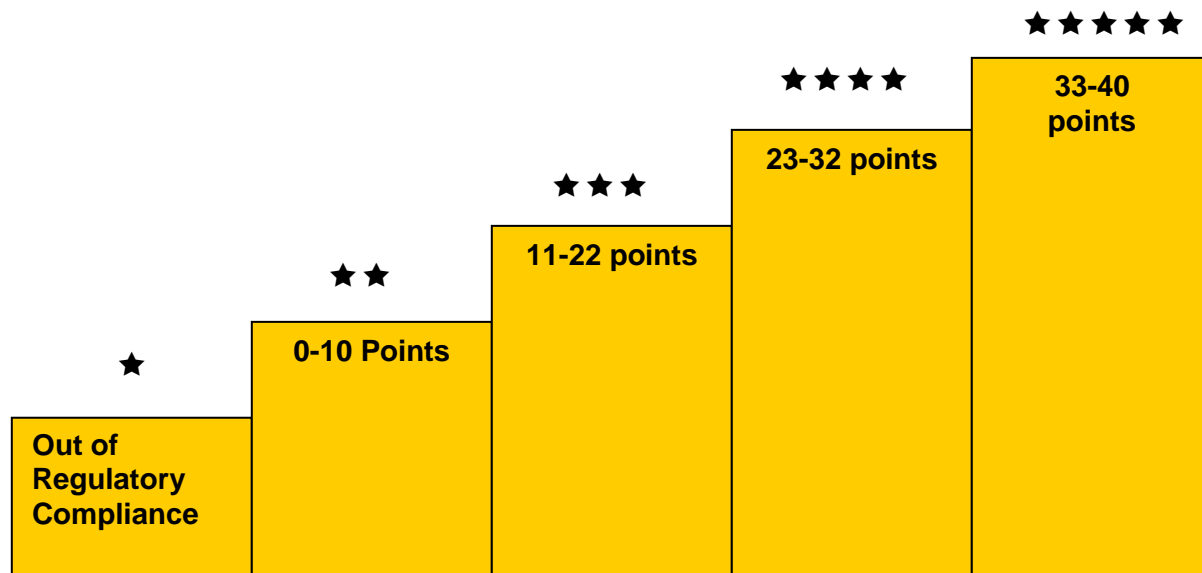


Quality Indicator Point Detail

February 27, 2012

Track 1 – Family Child Care¹

Quality Rating and Improvement System Overall Model



Programs not in regulatory compliance would not be able to earn points in YoungStar until coming into compliance with licensing and certification.

It is imperative that Wisconsin improve the quality of child care. YoungStar will assist Wisconsin child care providers to improve their quality leading to a critically important result of improving outcomes for children. YoungStar is based on research and other states' experiences to establish criteria that are: research-based, objective, and verifiable on a regular basis.

This document describes the categories for earning points in YoungStar. Each child care provider can earn up to forty points across four categories – education, learning environment and curriculum; professional and business practices; and health and wellness. There are required points in each of the categories as well as additional optional points programs may accumulate.

The following chart shows the overall categories and the points possible in each.

Category for Earning Points	Possible Points
Family Provider Qualifications	0-14
Learning Environment and Curriculum	0-14
Business and Professional Practices	0-7
Health and Wellness	0-5
Total	0-40 points

¹ This track includes licensed family, certified family, and provisionally certified family providers.

Accreditation: Alternative Path to Four or Five Stars

YoungStar offers an alternate path to a four- star or five-star rating for accredited providers, specifically for the National Association for Family Child Care (NAFCC) accreditation, and the City of Madison-Satellite accreditation. The rationale for accepting NAFCC and City of Madison-Satellite accreditations as equivalent to a four or five-star rating is that the standards used in these accreditations are nationally recognized as linked to quality and each accreditation requires on-site observations and verification of similar characteristics laid out in YoungStar. However they do not require any credit-based education beyond high school. For this reason, a family child care provider who has either accreditation could receive a four-star rating. With verified credit-based education, family child care providers could qualify for a five-star rating.

A) Education and Training of Provider (Maximum Points = 14)

In family child care, one individual often serves in both the administrative/business role and the teaching role. For this reason, YoungStar combines the teacher and administrator qualifications. Research from the [Wisconsin Child Care Research Partnership](#) in 2002 noted that at least one-fifth of a random sample of Wisconsin family child care providers had a two-year or four-year degree.

Provider education is considered one of the most [consistent predictors of quality in an early childhood setting](#). Staff and provider early childhood education and school-age education qualifications will be verified by The Wisconsin Registry. [The Registry](#) is Wisconsin's recognition system for the childhood care and education profession. The Registry verifies educational qualifications using credit-based instruction transcripts. All training is quantified by core knowledge areas as defined by the National Association for the Education of Young Children (NAEYC) or CDA content areas as defined by the Council for Professional Recognition. The Registry awards a certificate verifying that entry level and continuing education requirements defined by the Department of Children and Families have been met.

Professional Development Opportunities: Information related to what early care and education and school-age education credit-based course offerings are available in regions can be accessed by contacting the individual institution of higher education directly, or by contacting a T.E.A.C.H. Early Childhood® Wisconsin Scholarship Counselor at the Wisconsin Early Childhood Association (WECA). Credit for prior learning experience may be offered through individual institutions of higher education. Further information related to The Registry Career Levels, professional development opportunities, and credit for prior learning experience is available in the appendix of this document.

In the following chart for family child care providers, the points are not cumulative. A provider receives credit for the highest level of education attained.

A.1) Education and Training of Provider

Quality Indicators – Director Qualifications	Verification	Points Awarded
Provider has a Child Development Associate (CDA)	Registry Level 6	2
6 related credits	Registry Level 7	3
Infant/Toddler or Inclusion Credential or 18 related credits – <i>Required for 3 Stars</i>	Registry Level 9	4
Provider has CDA and Infant/Toddler or Inclusion Credential or 18 related credits	Registry Levels 6 and 9	6
Administrator Credential or Preschool Credential or 24 related credits – <i>Required for 4 Stars</i>	Registry Level 10	10
Related Associate's degree (or unrelated Bachelor's degree) – <i>Required for 5 Stars</i>	Registry Level 12	12
Related Bachelor's degree or higher or related Bachelor's degree with Department of Public Instruction (DPI) License	Registry Level 14	13
Related Bachelor's degree or higher with Registry credential or related Bachelor's degree or higher with Registry credential and DPI license or Master's degree or Doctorate	Registry Level 15 or higher	14

B) Learning Environment and Curriculum (Maximum Points = 14)

Required Minimums for 3, 4 and 5 Stars

- **Required for 3 Stars:**
 - Program must use a provider-chosen Self Assessment tool leading to Quality Improvement Plan.
- **Required for 4 Stars**
 - Program must achieve an **average** Family Child Care Environment Rating Scale-Revised (FCCERS-R) score of 4.
- **Required for 5 Stars**
 - Program must achieve an **average** Family Child Care Environment Rating Scale-Revised (FCCERS-R) score of 5.

B.1.1, B.4.1-2) Required Minimums

Criteria	Desired outcome/Rationale	Verification	Points Awarded
B.1.1) Self Assessment of program is performed – <i>Required for 3 Stars</i>	Program has demonstrated effort to assess key elements of program that are linked to higher quality care and has developed a plan to identify areas of focus	Review of self-assessment by Observation Rater/Technical Consultant	1
B.4.1) Family Child Care Environment Rating Scale-Revised (FCCERS-R) average score of 4 – <i>Required for 4 Stars</i>	Demonstration of high quality environment in key areas	Conducted and recorded by Observation Rater	3
B.4.2) FCCERS-R average score of 5– <i>Required for 5 Stars</i>	Demonstration of a higher threshold of quality		4

Optional Points

B.1.2-3) Quality Improvement Plan – Optional Points

Criteria	Rationale	Verification	Points Awarded
B.1.2) Quality Improvement Plan that is informed by the self-assessment developed in accordance with authentic quality improvement tool	Research-based instrument has been utilized to ensure that quality improvement plan covers key areas tied to quality.	Review of Quality Improvement Plan by Observation Rater/Technical Consultant	1
B.1.3) Independent verification of Quality Improvement plan OR at least two additional hours of time spent working with a PDAS-approved Technical Consultant on an item from a program's Quality Improvement Plan	Independent verification of efforts to improve quality provides greater assurance of tool efficacy.	Review of Quality Improvement Plan by Observation Rater/Technical Consultant and verification of independent third party	1

B.2.1-2) Wisconsin Model Early Learning Standards and Wisconsin School-age Curricular Framework– Optional Points

Criteria	Rationale	Verification	Points Awarded
B.2.1) Provider has received training in the Wisconsin Model Early Learning Standards (WMELS) or the School-Age Curricular Framework.	Wisconsin's Model Early Learning Standards have been nationally-recognized as a useful tool to improve practices in early childhood settings. It	Registry verified	1

B.2.2) Curriculum aligned with Wisconsin Model Early Learning Standards and Wisconsin Afterschool Network (WAN) School-Age Curricular Framework for school-age children.	is critical to establish a connecting between child care programs developmentally appropriate practices in key WMELS domains. School-age programs will align with School-Age Curricular Framework.	Review by Observation Rater/Technical Consultant	1
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B.3.1-4) Child Outcomes – Optional Points

Criteria	Rationale	Verification	Points Awarded
B.3.1) Program uses individual child portfolios	Information on individual children is documented and updated to provide appropriate planning for activities.	Review by Observation Rater/Technical Consultant	1
B.3.2) Provider uses intentional planning to improve child outcomes	Teacher uses information about individual children to develop appropriate lesson plans to build individual strengths.		1
B.3.3) Provider is trained to provide annual developmental screening and appropriate referrals are made as well as linkages to resources. Provider demonstrates that they have received training on authentic assessment tools used in their program.	Early childhood provides opportunity for early detection of challenges; providers can be key resources to assist in receiving screening and referral for early intervention.		1
B.3.4) Individual child outcomes tracked Note: this point cannot be earned if provider does not earn point for Indicators B.3.1 and B.3.2 AND they cannot earn this point in the first year if they have not already started tracking child outcomes	It is important to demonstrate that teacher training and child interactions improve children's individual outcomes.		2

C) Business and Professional Practices (Maximum Points = 7)

Required Minimums for 2, 3, 4 and 5 Stars

- **Required for 2 Stars:**
 - Program signs a YoungStar Contract and is willing to enroll children who receive Wisconsin Shares subsidies
- **Required for 3 Stars:**
 - Program has an ongoing yearly budget, completes taxes and demonstrates recordkeeping
- **Required for 4 Stars:**
 - Program has parent handbook
- **Required for 5 Stars:**
 - Program has written policies to reduce risk

C.2.1-3) Required Minimums

Criteria	Rationale	Verification	Points Awarded
C.2.1) Provider demonstrates all of the following: ongoing annual line-item budget; budget review; record-keeping practices; and accurate and timely completion of taxes <i>Required for 3 Stars</i>	Research shows that providers who use effective professional and business practices are more likely to provide a high quality learning environment and interact more sensitively with children.	Review by Observation Rater/Technical Consultant	1

C.2.2) Parent handbook identifies program policies for vacation, holidays, staff time off, procedures for sick provider days, parent procedures for sick days and related family questions including contracts with parents for days of paid time off – <i>Required for 4 Stars</i>	Clear policies will avoid confusion and minimize disruptions for provider and parent as it relates to vacations and sick time		1
C.2.3) Program has written policies that reduce risk including posted information about emergency drills and emergency contact numbers and insurance coverage for various risks of doing business in a home. Priorities, budget and program planning is intentional and in-line with program budget; procedures are in place for timely review of budget, and long term fiscal records are maintained and demonstrate sound financial planning. <i>Required for 5 Stars</i>			1

Optional Points

C.3.1-4) Professional Practices – Optional Points

Quality Indicator	Rationale	Verification	Points
C.3.1) Provider has a professional development plan created that identifies annual goals.	Support and connection to colleagues can assist providers to improve their program through information and resource sharing and ongoing networking.	Review by Observation Rater/ Technical Consultant	If two or more practices are verified, program receives one point
C.3.2) Written copy of employment policies and procedures including job descriptions	Sound business and employment practices are linked to higher quality child care		
C.3.3) Family provider and staff, program board and advisory committee (if applicable) are able to access accurate and timely information on program finances			
C.3.4) Membership in a professional association focused on early care and education and membership in a professional association focused on school-age if school-age children enrolled (membership in one organization that focuses on both the infant/toddler age group and school-age group would count for this point)	Support and connection to colleagues can assist providers to improve their program through information and resource sharing and ongoing networking.		

C.4.1-3) Provider Benefits – Optional Points

Quality Indicator	Rationale	Verification	Points
C.4.1) Provider has health insurance for self and dependent children.	Professional benefits in child care programs are linked to higher quality programs .	Review by Observation Rater/Technical Consultant	If two or more practices are verified, program receives one point
C.4.2) The provider contracts with parents to have a minimum of 10 days off per year, 5 of which must be paid.			
C.4.3) The provider has contributed to a retirement plan during the past year.			

C.5.1-4) Parent/Family Involvement – Optional Points

Quality Indicator	Rationale	Verification	Points
C.5.1) Program has all of the following: <ul style="list-style-type: none"> Written description of program philosophy is available to all families; AND materials and resources are available in a process or communication style that meets the needs of families; AND orientation opportunities are available to families. 	Strong parental involvement in child care is linked to higher quality.	Review by Observation Rater/Technical Consultant	<p>If two or more practices are verified, program receives one point.</p> <p>If three or more practices are verified, program can earn two points.</p>
C.5.2) Families have an opportunity to provide input on program policies and procedures			
C.5.3) Parent conferences are held at least annually and more often if needed to discuss children's progress.			
C.5.4) Frequent, regular, on-going communication between staff and families conveys trust and respect, and helps ensure smooth transitions from home to program, school to program and program to school or one program to another; communications occurs through multiple means such as face-to-face, written notes, phone calls, e-mails and newsletter updates.			

D) Health and Wellness (Maximum Points = 5)**Required Minimums for 3, 4 and 5 Stars**

- ***Required for 3 Stars:***
 - Program serves nutritious meals

D.1.1) Required Minimums

Criteria	Rationale	Verification	Points
Nutritious meals and/or snacks are served daily in child care program	Sound nutritional practices in early childhood lead to establishment of healthy eating patterns and prevention of obesity in the future.	<p>To earn this point, programs must meet requirements 1 and 2 below:</p> <p>1) The program must EITHER</p> <p style="padding-left: 20px;">A) Participate in the Child and Adult Care Food Program (CACFP)</p> <p style="text-align: center;">OR</p>	1

		<p>B) Serve meals and snacks that meet CACFP guidelines as demonstrated through three months of menus. Further evidence may be required in some instances (receipts, etc.).</p> <p style="text-align: center;">AND</p> <p>2) The program must have policies and procedures to address children's allergies and accommodate dietary restrictions.</p>	
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Optional Points

D.1.2-4) Health and Wellness – Optional Points

Criteria	Rationale	Verification	Points
<p>D.1.2) Program provides at least sixty minutes of physical activity a day.</p> <p>Note: The sixty minutes is prorated for programs that operate for fewer than eight hours per day.</p>	<p>Research shows that physical activity is a daily routine for children to promote wellness prevent obesity in the future.</p>	<p>Basic daily schedule exists that is available for review and verification by Observation Rater/Technical Consultant and promotes a familiar pattern of regular physical activity to promote physical well-being.</p>	1
<p>D.1.3) Provider has completed any one of the following six options: --3 credits of inclusion and/or social-emotional training; --Wisconsin Pyramid Model for Social and Emotional Competence Module Training (24 hours); --Positive Behavioral Intervention and Supports (PBIS) (15 hrs.); --Guiding Children's Behavior (15 hrs.); --Tribes TLC (12 hrs.); or --Registry-verified equivalency of 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs.</p>	<p>Research consistently demonstrates that a strong social and emotional foundation in early childhood is a key determinant in a child's future success and readiness for school</p>	<p>Registry verified</p>	2
<p>D.1.4) Provider is trained in protective factors training around working with parents through the Strengthening Families Initiative:</p>	<p>Preventing child abuse and neglect has been linked to the Strengthening Families approach to building protective factors in children and</p>	<p>Registry verified</p>	<p>If one of the following practices</p>

http://wctf.state.wi.us/home/StrengtheningFamilies.htm . An additional equivalency that will be accepted is the Family Services Credential. OR Provider has completed Department-approved Child Protective Services Abuse and Neglect Prevention curriculum or Darkness to Light training to assist in identification, prevention and reporting of child abuse and neglect: http://www.wcwts.wisc.edu/related-training/mandated-reporter/Default.aspx .	parents. Child care providers have a critical role in ensuring that children are safe in child care settings and can be important resources for families in detecting early signs of stress and are required by law to report suspected abuse and neglect. Consistent training is needed to ensure consistent standards. The Wisconsin Child Welfare Training System (WCWTS) Suspected Child Abuse and Neglect Mandated Reporter Training Program (SCAN-MRT) was developed by the Child Protection Center at Children's Hospital of Wisconsin.		are verified, program receives one point
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Appendix

Professional Development Opportunities for Credit Based Instruction:

For those interested in taking credit based college coursework in early childhood education, the most up-to-date information on options available – including both traditional and non-traditional routes (including online, weekend and evening courses, and accelerated programs) – is by contacting the institution of higher education directly. Another option is to contact a T.E.A.C.H. scholarship counselor at Wisconsin Early Childhood Association: phone 1-800-783-9322, ext. 7240 or email teach@wisconsinearlychildhood.org. You may want to inquire about scholarship eligibility as well.

To assist you, the WECA website, <http://www.wisconsinearlychildhood.org/teach/index.php> offers T.E.A.C.H. program information. A link at this site (Wisconsin Colleges and Universities) will take you to a map of all Wisconsin institutions of higher education; simply click on a college or university to access their website and contact information. The WECA website also houses a T.E.A.C.H. online Directory of course offerings within the Wisconsin Technical College System.

Professional Development Counseling Support opportunities are also available through the Wisconsin Early Childhood Association. Information is available at:
http://www.wecanaeyc.org/advocacy/index.php?category_id=3267&subcategory_id=7717.

Credit for Prior Learning and Experience:

Institutions of Higher Education may offer credit for prior learning and award degree credit(s) to individuals who can demonstrate relevant skills and knowledge that they have previously acquired through non-traditional schooling, work or other life experiences. Credit for Prior Learning (CPL) can help child care teachers and child care providers ease into the higher education system. In Wisconsin, each college has its own process of evaluation established. The process requires the teacher/provider to document relevant experiences. Examples include: Training completion certificates, portfolio development that reflects work experiences and transcripts if available. T.E.A.C.H. scholarship counselors are available to help connect individuals to the early childhood program area that supports this work at each Institution of Higher Education.

YoungStar Resource Citations

Harms, Thelma, Debby Cryer, and Richard M. Clifford. Family Child Care Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2007.

Harms, Thelma, Debby Cryer, and Richard M. Clifford. Infant/Toddler Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2006.

Harms, Thelma, Richard M. Clifford, and Debby Cryer. Early Childhood Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2005.

Harms, Thelma, Ellen Vineberg Jacobs, and Donna Romano White. School-Age Care Environment Rating Scale, New York: Teachers College Press, 1996.

Talan, Teri N. and Paula Jorde Bloom. Business Administration Scale for Family Child Care. New York: Teachers College Press, 2009.

Talan, Teri N. and Paula Jorde Bloom. Program Administration Scale: Measuring Early Childhood Leadership and Management. New York: Teachers College Press, 2004.



Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Basic Registry Membership	Verified High School diploma or GED	Approved Training⁴			Non-Credit Credentials¹	Credit Based Credentials¹			
		80 hours tiered training (any tier)	120 hours tiered training (any tier)	160 hours tiered training (40 of which are tier 2 or 3 training)	CDA OR School-Age Credential OR Non-credit Family Services Credential	Mentor and Mentor-Protege ³ (5 credits)	Family Services Credential (6-9 credits)	Registry Credentials Infant/Toddler (12 credits) OR Inclusion (12 credits) OR Leadership (12 credits)	Registry Credentials Administrator (18 credits) OR Apprenticeship (18 credits) OR Preschool ⁶ (18 credits)
		This includes entry level course hours	This includes entry level course hours	This includes entry level course hours		6 related credits	12 related credits	18 related credits	24 related credits

Level 11	Level 12	Level 13	Level 14	Level 15	Level 16	Level 17
Early Childhood and Youth Development Degrees						
1 Year Diploma OR Any 2 Registry Credentials	Associate Degree	Associate Degree + Registry Credential	Bachelor's Degree OR Bachelor's + DPI License ²	Bachelor's Degree + Registry Credential OR Bachelor's + Registry Credential + DPI License ²	Master's Degree OR Master's + DPI License ²	Doctorate OR Doctorate + DPI License ²
Credit Based Increments	Degrees in Another Field⁴					
30 related credits	Bachelor's Degree OR Associate Degree + 30 related credits	Bachelor's Degree + Registry Credential OR Bachelor's Degree + 30 related credits	Master's Degree OR Bachelor's Degree + 36 related credits	Doctorate OR Master's Degree + Registry Credential	Master's Degree + 36 related credits	Doctorate + 36 related credits

¹ Montessori and other Credentials submitted from other states will be evaluated on an individual basis and placed on a Wisconsin Career Level.

² DPI Licenses recognized are numbers 080, 083, 086, 088, 090, 100, 103, 106, 108, 109, 808, and 809.

³ Must be taken in the role of Mentor.

⁴ Approved Training is training awarded a specific tier as approved by the Registry and taught by a Registry approved trainer.

⁵ Preschool Credentials awarded with 15 credits are awarded a Level 9.

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<http://www.the-registry.org/LinkClick.aspx?fileticket=%2bcTolaggX2k%3d&tabid=55>